



Co-Design

Facilitator Guide

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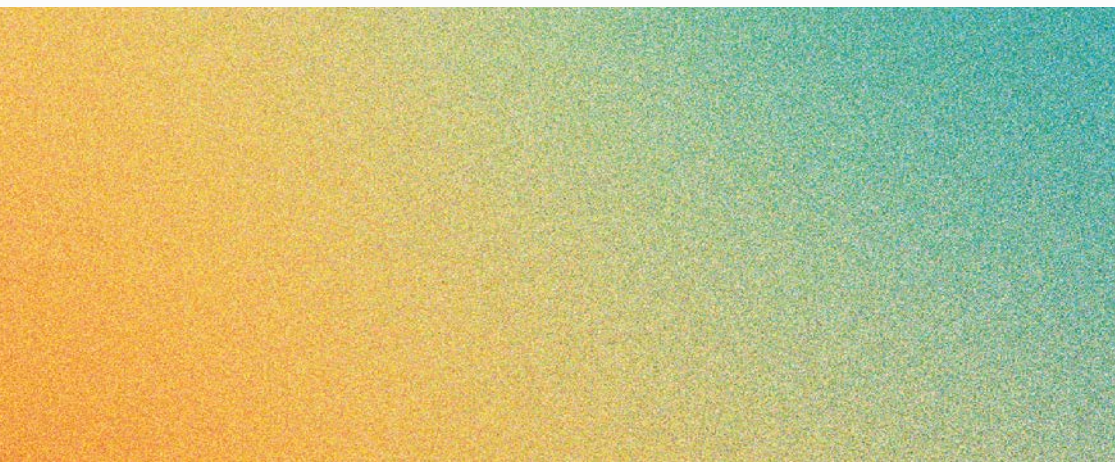
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The purpose of this guide

The Hei4Future Co-Design Guide is a short document created to describe the co-design process. The guide provides information about and facilitates tips for each step in the process.

The method

The Co-Design method brings inspiration from the Danish educational system and work culture, where the end-users work in close collaboration with the decision-makers in feedback loops. This close collaboration ensures that implementing new features, systems, corporate change, or educational programs complies with the learners' wishes. Moreover, the early collaboration ensures that all stakeholders are included and capture as much value from the process and results as possible.

The Co-Design method is created to activate the silent voices and provide an equal opportunity for all participants to share their thoughts and bring their influence to the process. This also enhances the sense of ownership over the project, improving the likelihood of success in its implementation.

To exploit the full potential of the Co-Design method, a minimum of one facilitator must guide the participants through the process. With larger audiences, we strongly recommend a minimum of two facilitators.

Intro to Boards and Cards

The boards and cards are designed to be a visual tool to simplify the thought process of the different stakeholders. Moreover, decisions will be made by moving the cards between different fields on the boards.

The process of relocating the cards is designed to spark communication, encourage teamwork, and create room for critical thinking. Moreover, the participants are motivated to account for their decisions to use and/or relocate the specific cards.



The number of workshops

The Hei4Future Co-Design Method recommends **a total of 3 workshops** to capture the optimal value from the tool. It is, however, a decision that falls in the hands of individual institutions or companies. If the company deems it appropriate to include additional preparation workshops or additional conclusion workshops to round off the process, it is a possibility.

Please remember that the Hei4Future Co-Design Method is designed to be a fast-paced tool where the participants are kept active and sharp throughout the process.

Workshops preparation

In preparation for the workshop, an analysis of the overall learning objectives and needed skills to be obtained is necessary to ensure the skills is available in the board.

In recruiting participants, ensure that representatives from the industry, students and educators is attending the co-design workshops. It is recommended that the participants are outgoing and have opinions on and insight into the industry, learning scopes and motivations.



The roles of the participants

Involving relevant participants and capturing their feedback is the core concept of the Hei4Future Co-Design method.

Facilitator

The actors in charge of the smooth process flow ask the right questions and motivate the equal engagement of all participants while respecting time constraints.

Industry management

The actors who can make a final decision and are aware of the company's higher interest and strategies. It is important that the facilitator pays attention to activating the end-users and avoids the leadership taking over the word.

Students

The actors who are aware of the daily operations are in touch with potential bottlenecks and have clear opinions and suggestions for improvement. They are the direct receiver or users of the final product.

Educators

The actors who teach and train students within the topics of the industry. They possess the experience and know-how in the learning approach.

The HEI4Future Co-Design Principles

Dialogue and opinions

- Ensure that every participant is allowed to share their understanding, knowledge and know-how.
- Encourage and motivate in the setting of the co-design process.
- Have a high focus on user involvement.

Shared understanding and clarity

- Give inputs to didactic and pedagogical tools or suggestions for how to teach the specific group of participants.
- Suggest a learning path that contains different learning activities.
- Ensure a shared understanding of the topic is discussed.

Final decisions and agreements

- Facilitate the process and ensure the progression.
- Include the participants' learning goals and establish clearly what the value is for participating in the Hei4Future Co-Design Method.
- Prepare and develop the framework for the final training solution.

Conditions



Purpose

In this first step, the overview of the conditions for the educational activity is established by

the working group, with help from the facilitators. This includes what the learners have in common and what their differences are.

These conditions define whom the training program should target. They are a vital tool for debate in the later activities when the process starts focusing on learning and teaching methods.

Process

Before the workshop, the owner of the educational activity explores the formal and informal conditions for the activity. This exploration starts by gathering all relevant knowledge about who the learners are and under which conditions they will need to learn.

This effort requires the answer to two questions:

Who are the learners, and are they part of a single, unified team or a diverse group from several different backgrounds?

This investigation can contain recognition of prior knowledge, courses, certifications, digital proficiency and language.

How and under which conditions will the educational activity take place?

This includes the location and timespan, as well as legal and organisational requirements.

Move relevant condition cards to STEP 1 - Conditions and make notes to specify the condition.

This work preparing this step should be done before the workshop.

At the beginning of the workshop, the preliminary results are presented, discussed, and possibly revised.

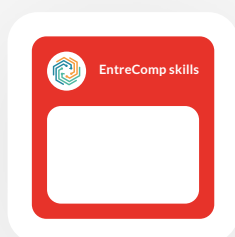
Output

An overall description/characteristic of the learners and the learning context.

In the workshop trigger questions

- Do we have sufficient knowledge about the learners targeted in the educational activity?
- Do we need to consider formal requirements such as accreditation, credits, formal study plans, public reimbursement models etc.?
- Do we know the skill level of the learners?
- Where is the learner homogeneous and heterogeneous?

EntreComp skills



Purpose

The EntreComp skills the learner acquires through the educational activity

are the other main pillar.

At the same time, upskilling the right EntreComp skills is essential for further developing both the learner and the industry.

Process

To identify the relevant EntreComp skills needed for a given professional, the company and learner's needs must be evaluated. This is key for capturing the most value from the Co-Design process, as the right competency from the right candidate enhances the sense of ownership.

EntreComp should be evaluated if this list of skills should be targeted or if a subset is more appropriate. Sources of inputs available (stakeholder interviews, company analysis/ strategies, national industry analysis, public legislation) should be evaluated and added in this step.

Each skills selected is discussed according to their output training level and placed on the board accordingly.

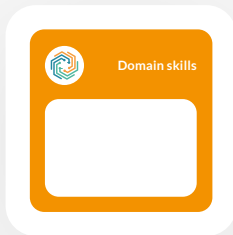
Output

The output of this step will be a skill profile and a set of overall EntreComp skill-oriented learning goals, which the learner is expected to acquire through the learning activity.

In the workshop trigger questions

- Which of the EntreComp skills do you find more relevant than others?
- Does any of the EntreComp skills support/empower the learning of the domain skills?
- Do any EntreComp skills conflict with the condition and/or domain skills?
- Are you all agreed on the selection of soft skills?

Domain skills



Purpose

The technical skills the learner acquires through the educational activity are one of the main

purposes of this step.

At the same time, the right skills are important for further developing both the learner and the industry.

Process

To identify the relevant hard skills needed for a given professional, the learner's need must be evaluated.

Sources of inputs (stakeholder interviews, company analysis/strategies, national industry analysis, public legislation) should be evaluated and added in this step

Output

The output of this step will be a skill profile and a set of overall domain skill-oriented learning goals, which the learner is expected to acquire through the learning activity.

In the workshop trigger questions

- Does any of the domain skills conflict with the condition from step 1?
- Is the learner's skill level considered in the selection of domain skills?
- Which selected domain skills there are more relevant than others?
- At which level of detail do we need to define the domain skills targeted in the educational activity?
- Are you all agreed on the selection of domain skills?

Principles



Purpose

Here the participants must discuss and prioritise which learning Principles should

dominate the educational design.

Consider this the overall learning principles you would like to be most prevalent over the educational activity, taking the fixed conditions from Steps 1-3 into consideration. Examples of these could be self-motivated, interdisciplinary, work-based, blended, and technology-centred learning.

Process

In a short-cycled process, the highest prioritised principles are found. Input will come from the card deck, Principles cards.

The participants will now start to move cards to the different sections of the board depending on how important they assess the principle to be.

When the cards have been placed on the board, the Facilitator will start a process leading to the end goal, where only 5-7 cards are placed in the Keep section on the board.

This is done through dialogue and discussion, where the Facilitator challenges the participants' priorities by making them argue for their choices.

The Trigger Questions below can be used to support the dialogue process.

The process will be based on the participant's interpretation of the card and its meaning.

The Facilitator might ask the participants to explain how they interpret a specific card.

IMPORTANT TO RELATE TO THE CONDITIONS.

The participants must have an open dialogue during the process and explain their reflections during the sessions of placing and prioritising the cards. Several blank cards are available for the participants to write down (and explain) any card they feel is missing in the card deck.

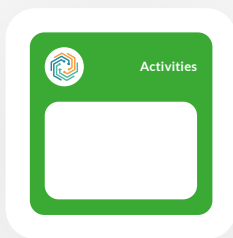
Output

After completing this process, you will have 5-7 chosen cards representing the most highly prioritised Principles. These will be copied to the Step 4-7 Board.

In the workshop trigger questions

- How do the principles support the learning of the selected soft or hard skills?
- Is this principle suitable for the set of conditions?
- How do the learning principles motivate the learning of EntreComp and domain skills?
- What are the reasons a certain principle was placed under Uncertain?

Activities



Purpose

The learning activities are activities that take place in the educational course supporting the learning principle. Here

the participants must discuss and prioritise which learning activities should dominate the educational design.

Think of this as the overall learning activities you would like to govern in the educational course, taking the fixed conditions from Steps 1-3 into consideration. Also, it is a good practice to consider how the activities motivate and create value for the learner and the educational partner in a learning situation.

Process

In a short-cycled process, the highest prioritised activities are found. Input will come from the card deck Activities cards. The participants will now start to move cards to the different sections of the Priority Board depending on how important, motivated, and aligned with the fixed condition they assess the activity to be.

When all cards have been placed on the board, the Facilitator will start a process leading to the end goal, where only 5-7 cards are placed in the Keep section on the board.

This is done through dialogue and discussion where the Facilitator challenges the priorities made by participants making them argue for their choices.

The Trigger Questions below can be used to support the dialogue process. The process will be based on participants' interpretation of the card and its meaning. The Facilitator might ask the participants to explain how they interpret a specific card.

IMPORTANT TO RELATE TO THE CONDITIONS.

The participants must have an open dialogue during the process and explain their reflections during the sessions of placing and prioritising the cards. Several blank cards are available for the participants to write down (and explain) any card they feel is missing in the card deck.

Output

After completing this process, you will have 5-7 chosen cards representing the most highly prioritised Activities.

In the workshop trigger questions

- How does the activity support learning the selected skills?
- Is this activity suitable for the set of conditions?
- How does the activity motivate the learning of the skills?
- Are there any activities that support the Principles more than others?
- How do the keep-activities support the learning principles?

Resources



Purpose

The resources are the necessary assets, materials, people, and things to facilitate the educational course

supporting the learning principle and activities according to the fixed conditions.

Here the participants must discuss and prioritise which resources they find relevant and necessary to execute the educational course. Ensure the selected resources

can support the fixed conditions from Steps 1-3.

Process

In a short-cycled process, the highest prioritised resources are found. Input will come from card deck Resource cards.

The participants will now start to move cards to the different sections of the Priority Board depending on how important they are according to the fixed condition and principles, and activities.

This is done through dialogue and discussion where the Facilitator challenges the priorities made by participants making them argue for their choices.

Remember the role of the facilitator:

Creating an atmosphere which allows for discussion and asking probing questions which reveal more information about the participants' situation and choices.

The process will be based on participants' interpretation of the card and its meaning. The Facilitator might ask the participants to explain how they interpret a specific card.

Output

After completing this process, you will have up to 5-7 chosen cards representing the most highly prioritised resources. These will be copied to the Step 4-7 Board.

In the workshop trigger questions

- How do the resources support the learning of the selected skills?
- Is this resource suitable for the set of conditions and learning activities?
- Do you find any necessary resources there are not mentioned in the resource card deck?

Consolidation



Purpose

The final step of the Hei4Future Co-Design Method has the purpose of consolidating the

dialogue and discussion from the previous steps into one structured board. Every selected card from steps 1-3 and step 4-6 are organised accordingly to each other.

The boards are organised accordingly to the categories of the different steps and are divided into time unit that is customisable for the specific programme. The board will give an overview of the selected cards and how they associate with each other.

Process

Firstly, all the cards from steps 1 and 4 are placed on the board in the assigned rows and columns. Skills are organised into the time slots.

The participants will now start to move cards from the steps 5-6 into the board and discuss how they are connected and accordingly to the time units.

If any Domain Skills or EntreComp need to be addressed early in the course, the cards are organised by when the topic will occur in the course. This is done through dialogue and discussion where the Facilitator challenges the priorities made by participants making them argue for their choices.

Output

You will end up with an overview of all the elements of the educational course that will be based on and further planned and developed. The board is handed over to the educational partner for them to develop the actual courses for the pilots.

In the workshop trigger questions

- Are there any activities there that should take place before others?
- Do the activities occur multiple times across the different courses/time units?
- Do the resources have to be available throughout all the courses/time units?
- If you should sort the hard skills accordingly to when they occur in the course, how would they be organised?
- How do the Resources and Activities align?